DOCUMENT RESUME

ED 078 035 TM 002 850

AUTHOR	Kosters, Henry G.
TITLE	Preliminary Reconnaissance; A Study of the Criticality of Identified Educational Needs.
INSTITUTION	South Dakota State Dept. of Public Instruction, Pierre.
REPORT NO	Bull-8-4-4-1971
PUB DATE	71
NOTE	16p.; Title III E.S.E.A.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Needs; Educational Objectives; Educational Programs; Public Education; *Public Opinion; *Rating Scales; State Programs; *Surveys; Technical Reports
IDENTIFIERS	*South Dakota

ABSTRACT

A report on the educational needs of South Dakota is presented. These needs were determined through a survey which pulled together the findings of several studies conducted to determine the present status of education in the State and through submitting the findings of these studies to the State's citizens to determine how important they were. A rating scale was designed to determine how important each respondent identified each educational need to be and the extent to which it was felt the schools were meeting each need. The State was divided into four regions. Results are presented. (CK)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 078035

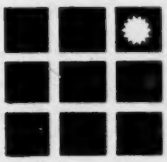
TM 002 850

Preliminary Reconnaissance

a study of the criticality of
identified educational needs

by

Henry G. Kosters



Title III
E.S.E.A.

Bulletin 8.4—4 (1971)

South Dakota
Dept. of Public Instruction

Don Barnhart
State Superintendent

FOREWORD

To the Educators of South Dakota:

The continuous improvement of South Dakota's educational system is a matter of primary concern to all of us.

To provide impetus for such improvement several studies have been conducted to determine the present status of education in the state. This survey was the pulling together of the findings of those studies and submitting them to the citizens of the state to determine how important they were. In fact it draws to a close the beginning phases of study of South Dakota's educational system and is appropriately call "Preliminary Reconnaissance."

In many respects it is like developing a roadmap for South Dakota's educational system. We have a good idea now of where we are. Many of the bad spots and detours have been identified. There are several alternate routes available. And we are developing a better concept of where we want to go.

The next step is to further clarify the educational goals for the total educational system and for student development. This too is something that requires the involvement of a wide cross section of the people of the state.

I am pleased to present this report on the educational needs of South Dakota. I would also like to thank you for cooperating with the department in this undertaking.

Don Barnhart
State Superintendent of Public Instruction

INTRODUCTION

What are the reasons for the existence, location, and development of a school? What are the needs of the schools of South Dakota today? Will the needs of education today continue to be the educational needs of tomorrow? Is the school located and organized to effectively serve its present function? Do the parents, children and teachers wish to follow the same educational pattern as in the past or do they wish to constantly strive to improve the schools? The preceding questions are and have been some of the basic questions facing education in South Dakota and are of vital concern to Title III, ESEA. In order to identify these factors Title III, ESEA has sponsored a series of statewide studies over the past three years. These studies include: *Education: South Dakota - A Statewide Study of the Public Schools: An Assessment of Educational Needs in the Affective Domain in South Dakota; and An Assessment of Educational Needs in South Dakota: 1970-71* which included the cognitive domain, psychomotor domain, and a businessman's survey. Through these efforts a number of broad educational needs in the state have been identified.

The assessment of educational needs is an ongoing process. Too often educators are blind to the problems which exist because they are completely familiar with them just as your little boy or girl may suddenly seem to be emerging as a young adult. The problems and needs of education appear to evolve slowly. It may be that an erroneous theorem has been accepted by educators long ago and then they are not aware of problems which have in fact existed for a long time.

Title III, ESEA has been commissioned to survey and analyze the educational needs of South Dakota as though looking at it for the first time. The work of Title III, ESEA is the first concerted effort in South Dakota for a thorough analysis of educational needs. The needs assessment activities in the state have been frank and sometimes critical of the state's educational institutions, but only in a sincere effort to improve the educational opportunities for children.

Benjamin S. Bloom in "Learning for Mastery" is critical of the conditioning of today's educators regarding the normal curve. It has been used so long in the grading of students that educators believe in the normal curve for grading. Educators are and have been exceedingly fond of the normal curve.

Bloom also makes a comment which relates directly to the educational needs of schools. He notes that there is little question that schools presently provide successful learning experiences for some students, perhaps as many as one third of them. If schools are to provide successful and satisfying learning experiences for 90 percent of the students, major attitudinal changes on the part of students, teachers, and administrators must take place. He goes on to say that "changes must also take place in teaching strategies and in the role of evaluation." This commentary by Bloom very eloquently states the case for needs assessment and defines the role of Title III, ESEA. Title III, ESEA essentially a search for methods to provide successful and satisfying learning experiences for more students.

From the three state-wide studies under Title III, ESEA 45 broad educational needs were identified. These identified needs were placed in statement form and submitted to a random sampling of 1000 lay people and 1000 educators in order to determine the criticality of those needs. The sampling was distributed on a regional and statewide basis. A total of 176 lay people and 555 educators responded to the rating scale without a follow-up.

The rating scale was designed to determine: how important the respondent believed each identified educational need to be; and the extent to which they felt the schools were meeting each need. The difference between these two responses provided an index for rating the criticality of each of the identified critical educational needs of the state.

The state was divided into four regions to provide the schools of the state with a regional picture of the criticality of needs as well as a statewide picture. No attempt was made to differentiate between what is wanted in education for the future and what is expected in education for the future. Title III, ESEA does deal ultimately with interventions for shaping what is wanted or desirable in the future rather than dwelling on what is expected in the future.

The rating scale for educational needs may be adapted to sample the criticality of educational needs in a local school district. Thus a single instrument can be used for the criticality determination at the state, regional, and local levels. This provides educators in South Dakota the opportunity to make a "Preliminary Reconnaissance" of educational needs in the state.

CAPSULE OF FINDINGS

To assist schools in the state with establishing meaningful projects, the state Title III, ESEA administrative staff has a three part responsibility: first, to identify the educational needs of the state; second, to determine the criticality of the identified educational needs; and third to disseminate their findings to the schools of the state. An educational need is a student's lack of ability to measure up to some normative standard or expectation in a developmental skill area. The concern of this study is a response to the second and third responsibilities noted above.

A total response of 731, 176 lay people and 555 educators, from a sample of 1000 in each group responded to the ranking list. This response was not as great as had been anticipated for either group. The fact that only 17.6 percent of the lay people and 55.5 percent of the educators responded is significant in itself. Recognizing that every instrument and sampling technique has shortcomings, it seems that educational concerns are not top priority items for many South Dakotans.

The rank for each group of identified educational needs is as follows: first, the affective qualities such as attitude, moral values, and responsibility; second is vocational-technical education; third ranked are the needs of special education; fourth are the needs for the improvement of teacher training curriculum; fifth ranked are varying facets of the overall educational program such as early childhood education or drug education; sixth ranked are programs to enrich the curriculum in isolated areas; and seventh ranked are experimental programs to show the need for flexibility in educational programs.

INTERPRETATION OF FINDINGS

A number of broad educational needs in South Dakota have been identified through the efforts of Title III, ESEA. These studies include: *Education: South Dakota - A Statewide Study of the Public Schools; An Assessment of Educational Needs in the Affective Domain in the State of South Dakota; An Assessment of Educational Needs in South Dakota: 1970-71.* These have been the major thrusts in needs assessment in the past three years.

To assist the schools of the state establish meaningful projects the state Title III, ESEA administrative staff has a three part responsibility: first, to identify the educational needs of the state; second, to determine the criticality of the identified educational needs; and third, to disseminate these findings to the schools of the state. An educational need is simply a student's lack of ability to measure up to a normative standard or expectation in a developmental skill area. The concern of this study is a response to the second and third portions of this responsibility.

The broad educational needs identified were submitted to a random sampling of 1000 lay people and 1000 educators to determine the criticality of those needs. The sampling was on a regional and statewide basis. A total of 176 lay people and 555 educators responded to the rating scale. No follow-up was attempted on the sampling.

The total response of 731 shows that approximately one in three of the persons sampled responded. The sampling techniques and the instrument used for this survey, Table I, have shortcomings. However, it appears that people generally are not well informed about many facets of education. It also appears that education may not be a top priority item today in the light of the responses to this survey.

When less than one in five lay people and about one of every two educators respond it is time to critically look at education. A number of other factors must also be considered in this determination such as: people may be tired of surveys and questionnaires; older people, young couples and childless couples may have little interest in educational problems; the sampling techniques have shortcomings; the timing of the survey; and the shortcomings of the survey's instrument. Another factor may be that modern media has conditioned our society to the points where crises are the rule rather than the exception. Therefore one crisis more or less has little effect on the general public. Each day there are major problems which have national and international implications that gain the attention of only a small percentage of our population.

The "Rating Scale for Educational Needs List," Table I, is made up of seven groups which contain the 45 identified educational needs. The scale consists of the needs list and two nine point rating scales -- one for the importance of each need and one for the extent to which schools are meeting each need. There are frequent references to the "Rating Scale for Educational Needs List," Table I, throughout the text.

RATING SCALE FOR EDUCATIONAL NEEDS LIST

Each of the following has been designated a critical educational need by one or more methods. Please rate "How important is this need?" from high to low by circling the appropriate number. Then rate "To what extent are we, the schools, meeting this need?" from high to low on the second scale by circling the appropriate number.

	How important is this need? (High … Low)	To what extent are we meeting this need? (High … Low)
EXAMPLE: Phonics is a necessary part of reading programs.	1 **(2)** 3 4 5 6 7 8 9	1 2 3 4 **(5)** 6 7 8 9
General strengthening of special education by providing additional classes and/or personnel for:		
1. Mentally handicapped pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
2. Mentally handicapped pupils who may make expected improvement in self care, social and emotional adjustment and economic usefulness in a sheltered environment.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
3. Pupils identified as having an emotional handicap so severe as to require special services.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
4. Pupils with brain damage which causes special learning problems.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
5. Pupils having one or more physical handicaps, hearing loss, visual problems or speech problems.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
6. Programs located near the pupil's home.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
7. Developing a program so handicapped pupils without a special education class available can profit by attending classes in his community's school.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
8. Correcting faulty study habits of pupils who tend to fall behind in their studies.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
9. Centers to determine the extent of a handicap.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
10. A central referral system.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
11. Helping parents and pupils to understand a handicap and assisting the parents in placing the pupil in the proper educational program or job.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
12. Developing a special education program which is both developmental and sequential.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
13. Shifting from separate special education classrooms to integrated classrooms with resource teachers where feasible.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Programs for:		
14. Additional basic study materials, library and resource materials, audio-visual materials, and technological teaching aids.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
15. Determining media needs, utilization and adaptability.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
16. Explaining the dangers of using drugs and narcotics.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
17. Health services.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
18. Psychological services.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
19. Early childhood education including prekindergarten and kindergarten.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
20. A minimum comprehensive secondary (9-12) program consisting of 50 units.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
21. Adult education to raise the achievement levels in academic and occupational areas.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
22. Changing emphasis from college oriented high school programs to student need oriented curriculum.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Programs for (continued on back side)		

	How important is this need?	To what extent are we meeting this need?
Programs for: (continued)	High Low	High Low
23. The study of present and potential course offerings and content of vocational technical schools.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
24. Changing the emphasis in vocational-technical schools from training selected individuals for specific occupations to making more people employable and economically self sufficient.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
25. Expanding occupational offerings to broaden the scope and provide relevant curricula for: children, the handicapped, youth and adults.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Relating the vocational technical curriculum to:		
26. The economic and social life of the community, state, nation and the world.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
27. On the job training programs.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
28. Vocational and apprenticeship training opportunities.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
29. Avocational skills and interests.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
30. Getting information to people so they know the need for functional, comprehensive and equitable educational programs for everyone.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
31. Making school buildings adaptable to the needs of children and the educational program.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
A comprehensive curriculum in harmony with academic and vocational needs and the total development of the individual in:		
32. Ethical character and conduct including: respect for law, order, and decency.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
33. The moral values of the community, state, nation and world.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
34. Cultural development and artistic appreciation.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
35. The responsibility of the individual to himself, to his society, to his government and the equality of rights for all persons.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Experimental programs to show the need for flexibility in:		
36. Educational programs and services.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
37. Administrative services such as scheduling classes.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
38. School district structure including intermediate service units.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Programs to enrich the curriculum of schools in isolated areas which include:		
39. Enrichment of community life through curriculum involvement both outside and inside the school.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
40. Learning opportunities through meeting other people and pupils.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
41. Providing learning experiences while pupils ride the bus.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Improving teacher training curriculum through:		
42. Training teacher aides.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
43. Training teachers in new methods and materials.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
44. Training educational specialists.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
45. Increased use of new approaches in curriculum.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9

The success of education totally and of any program individually is dependent upon the understanding and support, through the commitment of human and financial resources, of the public. This is especially true for the programs of Title III, ESEA because they are innovative or exemplary programs. Without good information and involvement, the public cannot be informed and generally will tend to cling to what has been traditional rather than support something completely new.

A growing need emphasized by the findings of this survey is the development of a more effective public communication and information program. The objective of this program must be to tell the public about education and especially the activities of Title III, ESEA. Public attention must be gained for the findings, needs, and issues of the programs under Title III, ESEA.

The thrusts of Title III, ESEA include the identification of program processes, ideas, or changes which have a potential for modifying educational programs in South Dakota in a positive direction. In many instances processes or things not to do will be identified during the course of a Title III Project. These negative findings may be just as meaningful and useful as positive findings in improving educational programs for children.

It must be pointed out that the 45 educational needs identified to date and rated in this study are very broad in scope. There still is a great deal of work to be done probing deeper into the problem of identification of educational needs to define areas of need. These needs might be called sub-needs within each of the broad needs now identified. For example, what vocational-technical curriculum additions would efficiently and effectively relate the educational program to the economic and social life of the community, state, nation, and world.

Table II is an overview of the rankings of the seven groups of needs. The rankings are presented as lay people rated the groups, as educators rated the groups and a combined rating for the groups. It is interesting to note how much agreement there is between the lay and educator reponses when using the mean of the individual rankings ($\overline{R}$) for ranking the groups. The symbol ($\overline{R}$) was determined by subtracting the average importance of each item from the average extent of each item, determining the rank of each item on the basis of this difference, summing these rank numbers and dividing by the number of items in the respective group. Groups I, VI and VII were ranked nearly the same by both respondent categories. The four groups which were ranked differently vary by just one place in the rankings. This indicates that laymen and educators view the needs very much alike in general.

* * * * * * * * * * * * *
* * * * * * * * * * * * *

TABLE II

AVERAGE RANK FOR EACH GROUP OF ITEMS

		LAY		EDUCATORS		TOTAL	
Group	Items	$\overline{R}$	Rank	$\overline{R}$	Rank	$\overline{R}$	Rank
III	1-13	17.5	2	19.7	3	19.2	3
V	14-25	24.6	4	26.4	5	26.8	5
II	26-31	19.2	3	16.8	2	16.6	2
I	32-35	10.0	1	9.6	1	9.0	1
VII	36-38	41.0	7	42.0	7	42.0	7
VI	39-41	31.0	6	31.2	6	32.0	6
IV	42-45	25.3	5	26.1	4	26.6	4

TABLE II (Continued)

RATING SCALE FOR EDUCATIONAL NEEDS LIST

No. of Item	Group Rank	
		GROUP II
		Relating the vocational technical curriculum to:
26.	4	The economic and social life of the community, state, nation and the world.
27.	3	On the job training programs.
28.	1	Vocational and apprenticeship training opportunities.
29.	6	Avocational skills and interests.
30.	2	Getting information to people so they know the need for functional, comprehensive and equitable educational programs for everyone.
31.	5	Making school buildings adaptable to the needs of children and the educational program.
No. of Item	Group Rank	GROUP I
		A comprehensive curriculum in harmony with academic and vocational needs and the total development of the individual in:
32.	2	Ethical character and conduct including respect for law, order, and decency.
33.	3	The moral values of the community, state, nation and world.
34.	4	Cultural development and artistic appreciation.
35.	1	The responsibility of the individual to himself, to his society, to his government and the equality of rights for all persons.
No. of Item	Group Rank	GROUP VII
		Experimental programs to show the need for flexibility in:
36.	1	Educational programs and services.
37.	3	Administrative services such as scheduling classes.
38.	2	School district structure including intermediate service units.
No. of Item.	Group Rank	GROUP VI
		Programs to enrich the curriculum of schools in isolated areas which include:
39.	1	Enrichment of community life through curriculum involvement both outside and inside the school.
40.	3	Learning opportunities through meeting other people and pupils.
41.	2	Providing learning experiences while pupils ride the bus.
No. of Item	Group Rank	GROUP IV
		Improving teacher training curriculum through:
42.	2	Training teacher aides.
43.	1	Training teachers in new methods and materials.
44.	3	Training educational specialists.
45.	4	Increased use of new approaches in curriculum.

The following graph indicates that the group of needs ranked most critical are centered around the affective domain. The smaller the number the higher the ranking of the group of needs. The lower ranking of experimental program needs indicates that they are not considered as important or that the schools are doing a satisfactory job in meeting this group of needs.

FIGURE I

GROUP RANK AVERAGES FOR THE 7 NEEDS CATEGORIES

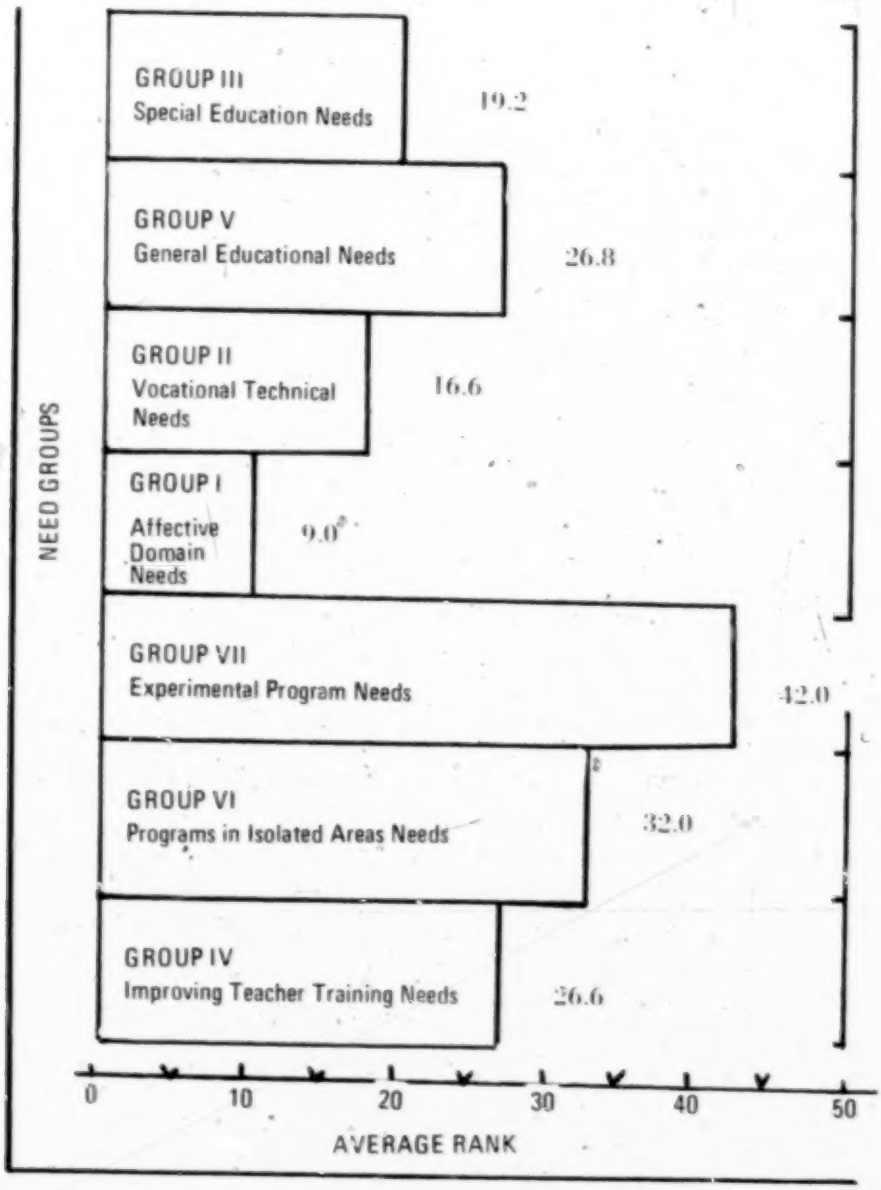


Table III provides a panoramic view of the rankings of the 45 educational needs for lay people, education, and the total sample population. The average of importance and average extent for each sample group and the total are given. For example, take item number 19, programs for early childhood education including kindergarten and prekindergarten, is thirty-ninth ranked in importance by educators, and in the totals this item is ranked twenty-ninth in importance. The smaller the number the higher the ranking of importance on the one through nine point scale shown in Table I.

In terms of the extent to which the schools of the state are meeting a particular need (EXT) the larger the number, the poorer the job schools are doing in the opinions of the respondents and consequently the higher the ranking. Again the nine point scale is used. Using item number 19 to illustrate, lay people ranked this item forty-third, teachers ranked this item forty-fifth and the total ranking was forty-fifth. Thus, in the opinion of the respondents, the schools are doing quite a good job of providing early childhood educational opportunities. However, in the preceding paragraph it was shown that the same group of respondents ranked early childhood education at twenty-ninth in importance.

In using Table III it will be necessary for the reader to refer to Table I in order to identify the educational need. Table III provides an opportunity for the reader to compare how well or poorly the needs of his school system compare with the criticality ranking of this sample.

Note that the lay respondents and the educator respondents are generally in agreement in the overall rankings both for the overall importance of each need and the extent to which schools are meeting the need. In the rankings of the importance of the need a comparison between lay people and educators reveals that only four needs differed by more than 10 points in the respective rankings, while 33 needs differed by five or less points and four needs were ranked the same. In the rankings for the extent to which schools are meeting these needs, seven needs differed in the respective rankings by 10 points or more, while 27 needs are ranked within five points and two needs are ranked the same.

Table IV is the "Rating Scale for Educational Needs List" and the rank within the respective group. For example in Group III the highest ranking need is item number 11, helping parents and pupils to understand a handicap and assisting the parents in placing the pupil in the proper educational program or job. The eighth ranked item in Group V is health services. There will be many references back to the Group numbers in table IV throughout the text.

In the past two decades much ado has been made about schools teaching and telling it like it is. For example, "Wounded Knee" has been considered a battle in which valiant frontier forces fought against the hostile Sioux Nation while the "Little Bighorn" was a massacre. This type of teaching and curriculum material has become passe' in education. The valiant frontiersman may not have always been valiant. Therefore, children should be taught more about all sides of a question and then form their own opinion and attitudes and draw their own conclusions.

The findings of this study tend to contradict some aspects of the idea that schools should not mold attitude. There are some aspects of attitudinal development which must be considered. The top ranked group of needs is totally in the realm of the affective domain (to feel or to have an opinion or attitude). The respondents to this study left no doubt that they want the elementary and secondary schools of South Dakota to work to mold attitudes in some areas. The rank order of importance within Group I is: first, responsibility of the individual to himself, to his society, to his government, and the equality of rights for all persons; second, ethical character and conduct including: respect for law, order, and decency; third, moral values of the state, nation, and world; and fourth, cultural development and artistic appreciation.

TABLE III

EDUCATIONAL NEEDS RATING -- AVERAGE OF IMPORTANCE (IMP.) AND AVERAGE EXTENT (EXT.)

ACROSS THE ENTIRE STATE -- WITH OVERALL RANKINGS (OAR)

	LAY				EDUCATORS				TOTALS			
ITEM	IMP.	OAR	EXT.	OAR	IMP.	OAR	EXT.	OAR	IMP.	OAR	EXT.	OAR
1.	3.85	44	1.74	45	2.57	16	5.54	28	2.64	18	5.53	32
2.	3.16	30	5.93	14	2.83	24	5.79	17	2.91	27	5.82	18
3.	2.95	25	6.13	4	2.80	23	6.41	3	2.84	25	6.35	3
4.	3.18	31	5.99	12	3.25	39	6.26	5	3.23	37	6.20	5
5.	2.63	10	5.33	35	2.84	25	5.33	36	2.79	23	5.33	36
6.	3.32	37	6.06	8	3.41	41	5.95	12	3.39	40	5.98	11
7.	2.86	21	6.26	3	3.18	36	6.42	2	3.11	34	6.38	2
8.	2.38	7	6.02	10	2.42	9	5.90	14	2.41	8	5.93	13
9.	2.87	22	6.12	5	2.88	27	6.03	9	2.83	24	6.05	9
10.	3.23	33	6.43	2	3.24	38	6.31	4	3.24	38	6.35	3
11.	2.27	5	6.08	7	2.32	7	5.87	16	2.31	6	5.92	14
12.	2.73	17	5.79	23	2.54	13	5.60	24	2.58	13	5.65	23
13.	3.51	40	6.11	6	3.65	43	6.12	7	3.62	43	6.12	6
14.	2.90	23	4.76	42	2.50	12	5.04	43	2.59	14	4.97	43
15.	3.26	36	5.19	38	3.03	32	5.32	37	3.09	33	5.29	37
16.	1.74	1	5.23	37	2.29	5	5.30	38	2.12	4	5.15	41
17.	2.64	12	4.80	41	2.52	14	4.74	44	2.55	12	4.75	44
18.	2.96	26	5.73	25	2.59	18	6.19	6	2.68	20	6.08	7
19.	3.43	39	4.57	43	2.93	29	4.40	45	3.05	29	4.44	45
20.	3.64	41	4.95	40	3.39	40	5.05	42	3.45	41	5.03	42
21.	3.24	34	3.35	44	3.11	34	5.26	39	3.14	36	5.28	38
22.	2.63	10	6.03	9	2.31	6	6.07	8	2.39	7	6.06	8
23.	2.70	15	5.60	28	2.68	21	5.63	22	2.69	21	5.62	26
24.	2.66	13	5.83	19	2.62	19	5.93	13	2.63	17	5.90	15
25.	2.76	19	5.94	13	2.62	19	6.01	10	2.65	19	6.00	10
26.	2.71	16	5.78	24	2.57	16	5.58	26	2.61	16	5.63	25
27.	2.42	8	5.90	15	2.47	11	5.58	26	2.46	11	5.66	21
28.	2.37	6	6.00	11	2.45	10	5.79	17	2.43	10	5.84	16
29.	3.24	34	5.83	19	3.02	31	5.75	19	3.07	31	5.77	19
30.	2.74	18	5.88	16	2.53	15	5.98	11	2.59	14	5.95	12
31.	2.68	14	5.13	39	2.34	8	5.53	30	2.42	9	5.43	33
32.	2.11	3	5.80	22	1.84	1	5.52	31	1.91	2	5.58	30
33.	2.22	4	5.86	17	1.99	3	5.59	25	2.05	3	5.66	21
34.	3.18	31	5.82	21	2.88	27	5.54	28	2.95	28	5.61	27
35.	2.07	2	5.85	18	1.84	1	5.51	32	1.89	1	5.60	29
36.	3.33	38	5.40	34	3.22	37	5.35	35	3.25	39	5.37	34
37.	3.64	41	5.42	32	3.51	42	5.24	40	3.54	42	5.28	38
38.	3.70	43	5.60	28	3.71	44	5.62	23	3.71	44	5.61	27
39.	3.08	29	5.41	33	3.08	33	5.69	20	3.08	32	5.72	20
40.	2.94	24	5.54	31	3.01	30	5.37	34	3.05	29	5.57	31
41.	4.69	45	6.95	1	4.70	45	7.31	1	4.69	45	7.22	1
42.	3.07	28	5.70	26	2.84	25	5.89	15	2.90	26	5.84	16
43.	2.48	9	5.34	36	2.20	4	5.38	31	2.26	5	5.37	35
44.	2.97	27	5.64	27	3.15	35	5.66	21	3.11	34	5.65	23
45.	2.79	20	5.58	30	2.70	22	5.12	41	2.72	22	5.23	40

Respondents:

Lay	176
Educators	555
Total	731

TABLE IV

RATING SCALE FOR EDUCATIONAL NEEDS LIST AND RANK WITHIN THE GROUP

No. of Item	Group Rank	
		GROUP III
		General strengthening of special education by providing additional classes and/or personnel for:
1.	10	Mentally handicapped pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.
2.	9	Mentally handicapped pupils who may make expected improvement in self-care, social and emotional adjustment and economic usefulness in a sheltered environment.
3.	3	Pupils identified as having an emotional handicap so severe as to require special services.
4.	8	Pupils with brain damage which causes special learning problems.
5.	12	Pupils having one or more physical handicaps, hearing loss, visual problems or speech problems.
6.	11	Programs located near the pupil's home.
7.	4	Developing a program so handicapped pupils without a special education class available can profit by attending classes in his community's school.
8.	2	Correcting faulty study habits of pupils who tend to fall behind in their studies.
9.	5	Centers to determine the extent of a handicap.
10.	6	A central referral system.
11.	1	Helping parents and pupils to understand a handicap and assisting the parents in placing the pupil in the proper educational program or job.
12.	7	Developing a special education program which is both developmental and sequential.
13.	13	Shifting from separate special education classrooms to integrated classrooms with resource teachers where feasible.
No. of Item	Group Rank	GROUP V
		Programs for:
14.	7	Additional basic study materials, library and resource materials, audio-visual materials, and technological teaching aids.
15.	9	Determining media needs, utilization and adaptability.
16.	5	Explaining the dangers of using drugs and narcotics.
17.	8	Health services.
18.	2	Psychological services.
19.	12	Early childhood education including prekindergarten and kindergarten.
20.	11	A minimum comprehensive secondary (9-12) program consisting of 50 units.
21.	10	Adult education to raise the achievement levels in academic and occupational areas.
22.	1	Changing emphasis from college oriented high school programs to student need oriented curriculum.
23.	6	The study of present and potential course offerings and content of vocational-technical schools.
24.	4	Changing the emphasis in vocational-technical schools from training selected individuals for specific occupations to making more people employable and economically self-sufficient.
25.	3	Expanding occupational offerings to broaden the scope and provide relevant curricula for: children, the handicapped, youth and adults.

Character, conduct, respect, moral values, cultural development, artistic appreciation, and responsibility are all affective qualities. A check of the accreditation reports for the schools of South Dakota reveals a dearth of educational opportunities for students in the areas of cultural development and artistic appreciation. These findings then indicate that the respondents believe schools should develop and provide course offerings which clearly address themselves to attitudinal development and change. There are several questions raised by these findings such as: What are the responsibilities of the home, church, school, and community? Where are the lines of responsibility between these social and educational institutions? Cultural development for what we want in the future or for what we expect in the future? What are the true values of artistic appreciation? This list could be extended considerably.

By assigning the needs in the affective domain the highest rank of criticality the respondents answer the above questions in part. Whatever the respective role of each of the four above named social and educational institutions at present, the respondents indicate that the role of the school should become greater in molding the attitudes of children and youth toward himself and others. This does not necessarily mean that the roles of home, church, and community are diminished; only that the role of the school should be expanded.

Rollo May in "Love and Will" makes an exceedingly strong case for cultural development and artistic appreciation programs. He illustrates and makes a case for the predictive value of fine arts. The wealthy have patronized the fine arts so that they would have a glimpse into the future. It then seems logical that the elementary and secondary schools of the state should provide each student with some basic understanding of fine arts so that each student have his glimpse of the future. The respondents to the rating scale indicated that fine arts programs in the schools of South Dakota are important.

It is estimated that 85 percent of the jobs today and in the future will not require a college education. The ranking of Group II needs indicates that the respondents to the needs list ranking are very much aware of the vocational-technical needs of students. The rankings of needs within Group II relate the vocational-technical curriculum to: first, vocational and apprenticeship training opportunities; second, getting information to people so they know the need for functional, comprehensive and equitable educational programs for everyone; third, on the job training programs; fourth, the economic and social life of the community, state, nation, and world; fifth, making school building adaptable to the needs of children and the educational program; and sixth, avocational skills and interest.

Educational offerings which relate more closely to the real world is one of the clear indications by the respondents. There must be a closer relationship between the educational program and the world of work, social relationships, the ability of each student to have a positive self-image and self-motivation. Gordon A. Sabine in "How Students Rate Their Schools and Teachers" presents ample evidence that there is room for improvement in the schools. The respondents indicate by the ranking of Group II that education must be meaningful at all levels. To accomplish this goal greater emphasis must be placed on the vocational-technical education programs.

The fact that South Dakota's leading industry is agriculture in a nation which is industrial poses some special consideration. In *"Education: South Dakota - a Statewide Study of the Public Schools"* it was pointed out that South Dakotans associate a "good education" with leaving the state for job opportunities. Thus a greatly expanded educational program in the elementary and secondary schools to provide occupational preparatory programs, on-the-job training programs, special programs to upgrade skills, and even programs for relocating people for employment purposes must be considered. These programs are all preparation for the world of work (vocational-technical). The ratings of this study reinforce the findings of previous studies. With adequate planned course offerings in the vocational-technical areas, the industrial development of the state could be increased and the out-migration of the young adult population from the state slowed to some extent.

Making school building adaptable to the needs of children and the educational program is included in Group II. There is a great deal yet to be accomplished in examining the adaptability and feasibility of school buildings. However modern or desirable a school building may appear to be it is much more important that the design of the school building facilitate the educational program as it evolves. There is no guarantee that 15 years hence educational needs will dictate a particular kind of program with these special facility needs. Therefore flexibility must be built into school facilities. Some of the questions which should be pursued regarding school facilities are: Do educators communicate the school facilities needs to their school patrons effectively?. Are the energies of school plant planners channeled in the

right direction? Are the difficult to obtain school facilities dollars being used in the most efficient and effective manner?

The identification and the ranking of an educational need in the area of school facilities in one indication that a great deal remains to be accomplished in the area of school plant planning. Possibly the man on the street feels that his intelligence is questioned when he is asked to support a school bond issue because he just doesn't know enough about it. Further study of school plan needs, the communication of those needs to the school patrons, and school plant planning to meet those needs are all clear indications of this ranking.

There are very strong emotional and social issues associated with handicapped children and youth requiring special education services and programs. The third ranking for special education programs, Group III needs, indicates that there is a high level of awareness on the part of lay people and educators regarding the problems, shortcomings, and emotional and social issues of special education in South Dakota. The ranking of the general strengthening of special education by providing additional classes and/or personnel, Group III needs, was as follows: first, helping parents and pupils to understand a handicap and assisting parents place the pupil in the proper educational program or job; second, correcting faulty study habits of pupils; third, pupils identified as having severe emotional handicaps requiring special services; fourth, developing a program so handicapped pupils without a special education class available can profit by attending classes in his community's school; fifth, centers to determine the extent of a handicap; sixth, a central referral system; seventh, developing a special education program which is both developmental and sequential; eighth, pupils with brain damage which causes special learning problems; ninth, mentally handicapped pupils who may make improvement in self-care, social and emotional adjustment and economic usefulness in a sheltered environment; tenth, mentally handicapped pupils educable in the academic, social, and occupational areas with moderate supervision; eleventh, programs located near the pupil's home; twelfth, pupils having one or more physical handicaps, hearing loss, visual problems, or speech problems; and thirteenth, shifting from separate special education classrooms to integrated classroom with resource teachers where feasible.

The identification of the Group III needs, special education, are the best developed group of educational needs at this point in time. Many of the needs grouped in other sections on the needs list rating scale have strong implications for special education. Implications for special education can be easily identified in any one of the seven groups of needs.

A number of educational needs were identified and refined in a Title VI study of handicapped children titled Impact. The needs identified in Impact were for the most part needs for administrative improvements at the state and local levels; the need for more involvement by all concerned specifically lay people (parents must be involved); and the need for moving toward regionalization of services for the handicapped.

This is an age of rapid technological development and change in the United States. Technological developments in education have created the need for training teachers in the effective and efficient use of materials and equipment. Changes on the educational scene require more educational specialization and updating of teaching methods. Included in new teaching methods is the effective utilization of non-certified classroom assistants.

Group IV needs deal with the improvement of the teacher training curriculum. The ranking within Group IV is as follows: first, training teachers in new methods and materials; second, training teacher aides; third, training educational specialists; and fourth, increased use of new curriculum approaches. In some instances it is difficult to determine whether the need concerning improvement of teacher training should be identified as a need in and of itself or should it be considered as an integral part of the student needs such as relating the vocational-technical curriculum to the economic and social life of the community. In this study there are both the individually identified teacher training needs and implied teacher training needs.

The Group V needs, numbers 14 through 25, are the most general of all groups and touches on a variety of specialized areas. The rankings within Group V are programs for: 1) changing emphasis from college orientated high school programs to student need oriented programs; 2) psychological services; 3) expanding occupational offerings to provide relevant curricula for: children, the handicapped, youth and adults; 4) changing the emphasis in vocational-technical schools from training selected individuals for specific training selected inviduals for specific occupations to making more people employable; 5) explaining the dangers of using alcohol, drugs and narcotics;

6) the study of present and potential course offerings of vocational-technical schools: 7) additional: basic study materials, library and resource materials, audio-visual and technological teaching aids: 8) health services: 9) determining media needs and adaptability: 10) adult education to raise achievement levels in academic and occupational areas: 11) a minimum secondary (9-12) program consisting of 50 courses: and 12) early childhood education including prekindergarten and kindergarten.

The twelfth ranked need in Group V, early childhood education including prekindergarten and kindergarten, should have been divided into two needs, kindergarten and prekindergarten. The present statement of the need does not provide the respondent with the option to differentiate between the two programs. This is one of the weaknesses of the instrument.

It may be that both lay people and educators generally are not aware of the implications of an inadequate early childhood education program. Research reveals that many of the problems which surface in the intermediate and upper levels have their roots in the early childhood programs. Effective early childhood programs would not dampen the enthusiasm the kindergarten pupil has for learning, rather it could extend this enthusiasm throughout the school years. In this way some of the years of difficulty and heartache for some of our students could be avoided.

The twelfth ranking for early childhood education in this group is dissappointing when viewed in terms of recent research findings and the national and statewide emphasis on program development. There are several additional considerations about early childhood education which should be appraised such as: people are satisfied with the job that the schools are doing in the area of early childhood education; early childhood education should not be an integral or vital part of the formal education process; people are not very well informed regarding the benefits of a sound early childhood educational program; and the school illustrate the point. The first two considerations must be rejected and the last three point out some of the state cannot afford the additional cost of early childhood educational programs. There are many other possible considerations but these five of the reasons for the low ranking of early childhood education in this group of needs and in the minds of the respondents.

The eleventh ranked need in Group V poses an interesting dilema. A minimum secondary (9-12) program consisting of 50 courses. Many of the needs ranking high in their respective groups in essence call for a modified or additional program. However, an interpretation of the responses indicates that 50 courses may be too high an expectancy for South Dakota schools since the extent to which schools are meeting this need is rated quite high. This ranking appears to be somewhat inconsistent in the light of the rankings of other critical educational needs which call for additional programs.

The tenth ranked need in Group V is programs for adult education to raise the academic and occupational levels. In the minds of the respondents programs dealing with the education of children and youths generally rate above programs for adult education. In the light of the rankings of adult and early childhood needs in this study it appears that modifications of those programs with a long tradition or emotional appeal received higher rankings. Newer programs are not as well received by the respondents. Possibly these programs have not received the visibility necessary. More information must be made available explaining newer programs to the public and then allow the man on the street to form his opinions and make his decisions based on fact rather than on the basis of uninformed feeling.

The top ranked need in Group V is changing emphasis from college oriented high school programs to student need oriented programs. This need reinforces the rankings of the second ranking vocational-technical area and third ranking special education area. At the risk of being repetitious, educational programs must become a preparation for life and more closely mirror the real world. These are the kinds of needs ranked highest.

Psychological services ranked second in Group V which is an indication of the rising visibility of specialized kinds of programs and services in education. Other indications of this are the fifth ranking of programs for explaining the dangers of using alcohol, drugs and narcotics and the eighth ranking of health services. This is certainly an indication that some service aspects of the educational program, such as health, are accepted and recognized today as needs in the schools.

The Group VI educational needs deal with programs to enrich the curriculum in isolated areas. The Group VI needs in rank order within the group are: 1) enrichment of community life through curriculum involvement both outside and inside the school; 2) providing learning experiences while pupils ride the school bus; and 3) learning opportunities through meeting other people and pupils. The sparsity of population in some parts of South Dakota and the corresponding dearth of some educational resources poses serious educational problems. It appears that the respondents are concerned about enriching educational programs in isolated areas and the enrichment of community life through curriculum involvement both outside and inside the school. The cost of enriching the educational program in a rural setting is high.

The Group VII needs deal with experimental programs to show the need for flexibility. The ranking within Group VII is as follows: 1) educational programs and services; 2) school district structure including intermediate service units; and 3) administrative services such as scheduling classes. Again, there is an apparent contradiction in the rankings of these experimental programs.

Many of the groups of needs which ranked above Group VII pointed out the need for experimental programs, but they were not called experimental programs. The only way a new program can be successfully initiated in a school system is through experimentation and modification. No new technique is tailored to fit a school's program immediately. Time and trial trying are requisite in molding a valuable set of educational experiences. Some of the respondents may have viewed the needs of Group VII as redundent.

To summarize the criticality ranking briefly, it seems obvious that the schools of South Dakota must develop programs which take into account the needs of children and youth in the affective domain (attitude and self-concept development). Vocational-technical education programs are also ranked high. These programs focus on educational offerings in the psychomotor domain (physical development and motor coordination). Special education programs for physically and mentally handicapped pupils generally ranked high in the criticality listing and touch upon each of the three domains of learning. The cognitive domain permeates each of the forty-five educational needs listed. It appears that each of the forty-five educational needs has implications for all three domains of learning. The high degree of similarity rather than difference of opinions between lay and educator respondents should be noted.